

OPEN EDUCATIONAL RESOURCES AND PEDAGOGICAL PRACTICES IN AFRICAN HIGHER EDUCATION: A PERSPECTIVE FROM THE ROER4D PROJECT. KEYNOTE PRESENTATION AT TRANSFORM 2015 RESEARCH COLLOQUIUM, 7-10 APRIL.

Hodgkinson-Williams, C;

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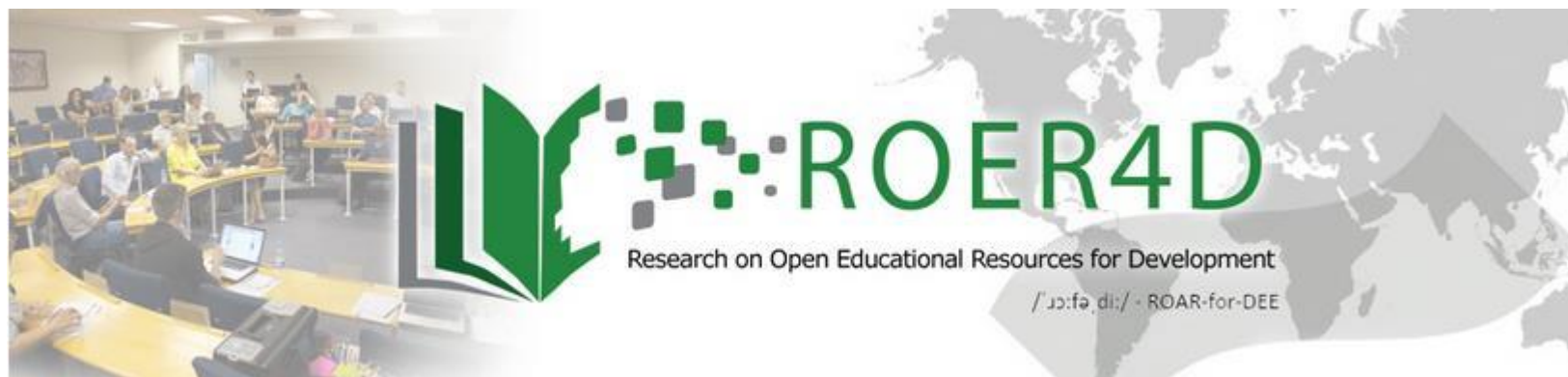
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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development



Keynote presentation

Open Educational Resources and Pedagogical Practices in African Higher Education: A perspective from the ROER4D Project

Cheryl Hodgkinson-Williams

University of Cape Town

Transform 2015

7 April 2015



Key challenges facing education in developing countries

Education institutions under
political & financial pressure

Rising numbers of students
in the education sector

Expensive, limited in number,
often **outdated** textbooks are
not entirely relevant to the
context

**Reduction of educational
funding** by governments

Employability of graduates



The screenshot shows the homepage of 'THE VIRTUAL UNIVERSITY and e-learning'. The header features a navigation bar with links: Home IIEP, Contact us, Project Overview, Web Publication, Forums, Links, and a Print icon. The main content area is divided into two columns. The left column contains a sidebar with links: OER Home, Background and objective of the forum, Forum organization, An introduction to Open Educational Resources and open course content: the importance and benefits of OER, Challenges for OER providers, Faculty members and OER, Intellectual property and copyright issues, Challenges for users of OER, Seeking global balance in OER, Promoting the OER movement, and Next steps. The right column displays the title 'Open Educational Resources' and subtitle 'Open content for higher education'. Below this is the 'Forum 1 final report' dated February 2008, authored by Paul Albright, Western Interstate Commission for Higher Education, Colorado, USA. A 'Download the page (.pdf)' button is present. The main text discusses the challenges higher education institutions worldwide face, such as providing increased access while containing costs, and the importance of open source initiatives in addressing this demand, particularly in developing countries.

← OER Home

Background and objective of the forum

Forum organization

An introduction to Open Educational Resources and open course content: the importance and benefits of OER

Challenges for OER providers

Faculty members and OER

Intellectual property and copyright issues

Challenges for users of OER

Seeking global balance in OER

Promoting the OER movement

Next steps

Open Educational Resources
Open content for higher education

Forum 1 final report
February 2008
Paul Albright, Western Interstate Commission for Higher Education, Colorado, USA

Download the page (.pdf)

Background and objective of the forum

Open Educational Resources and open course content - a model for sharing

Higher education institutions worldwide face significant challenges related to providing increased access, while containing or reducing costs. Meeting increasing and increasingly varied demand for quality higher education is an important consideration in the policy debate and institutional development in many countries. And it is particularly important in the case of **developing** countries, for whom demand often greatly exceeds capacity in the existing higher education system.

New developments in higher education – from virtual universities and e-learning to open source initiatives – speak to the efforts on the part of the traditional higher education community, as well as new providers, to address this increasing demand. The open source movement can be seen as reflecting the philosophy of academe, which is based upon a

http://www.unesco.org/iiep/virtualuniversity/forumsfiche.php?queryforumspages_id=23 x

OER as a response to some educational challenges facing education in developing countries

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TRENDS

Finding the sweet spot: open educational resources in the developing world

on December 17, 2012



With debate about the benefits and future of the MOOC dominating the educational blogosphere in the last year, discussions about the open sharing of educational resources are becoming more prevalent. Open Educational Resources, or OERs, offer a potential tool for impacting education in developing countries and fast growing economies, particularly in the emerging technology hubs of Africa. These open, freely available educational resources can provide top education for people who don't have access to universities or education in developing countries, but there is fear that

educational resources created in highly developed countries will be of little use to those in developing countries because of cultural and economic differences.

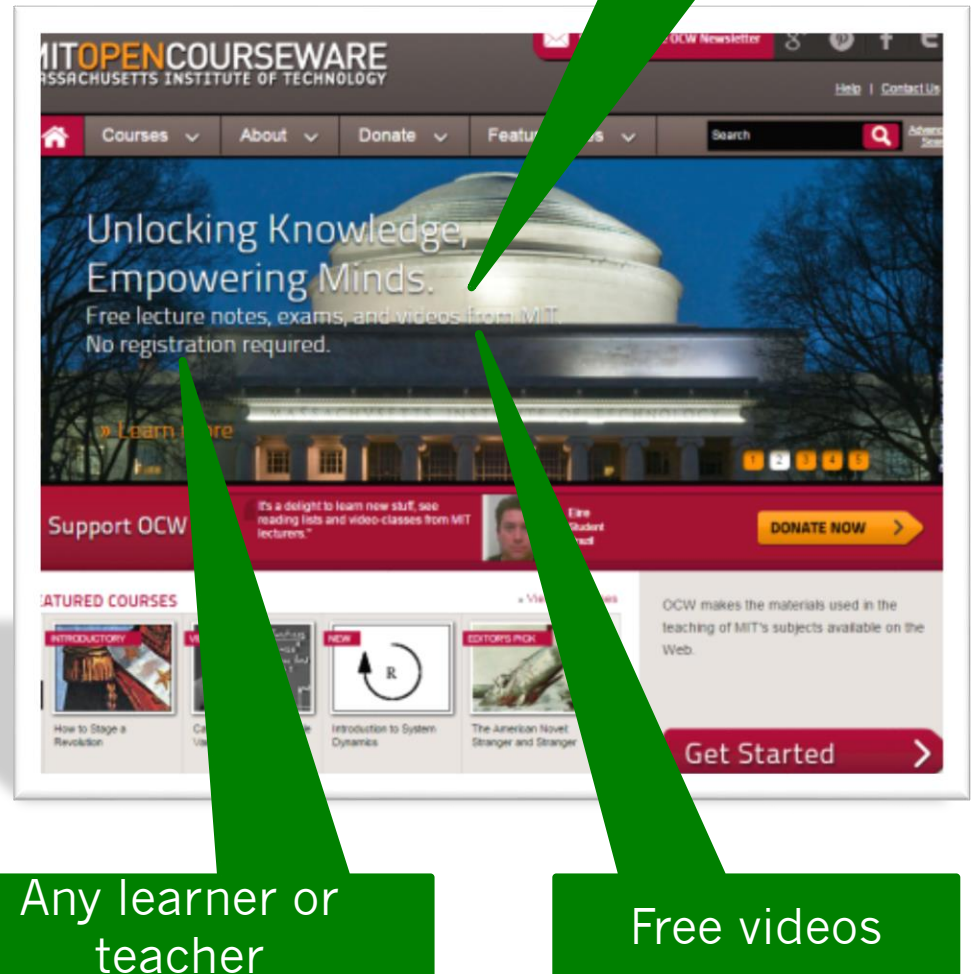
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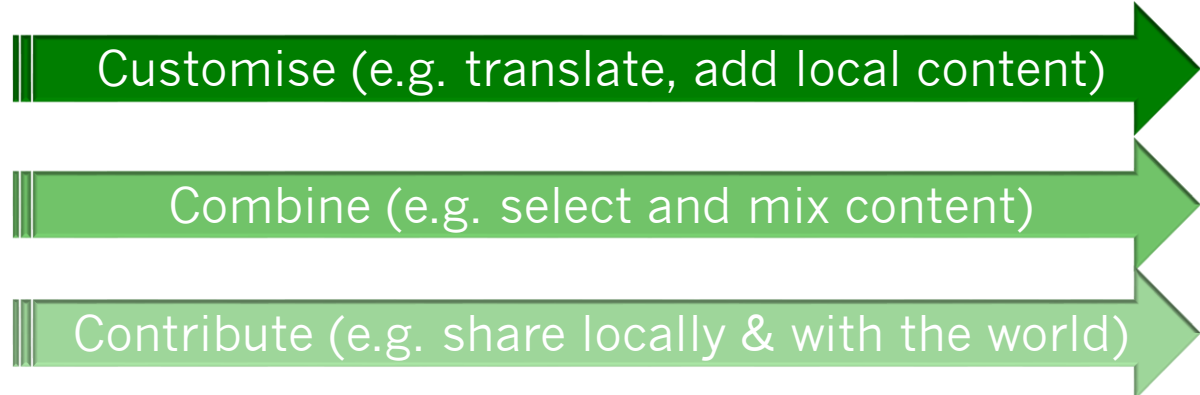
http://www.elearning-africa.com/eLA_Newsportal/finding-the-sweet-spot-open-educational-resources-in-the-developing-world/







What are OER?

- Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others (e.g. Creative Commons) (adapted from Smith & Casserly 2006: 8).



OER: Degrees of openness



Copyright	Creative Commons Licences						Public domain
All rights reserved	Attribution Non-commercial No derivatives	Attribution Non-commercial Share Alike	Attribution Non-commercial	Attribution No Derivatives	Attribution Share Alike	Attribution	No rights reserved
							
Suitable file formats	PDF, password protected document file					Wiki, xml, ODF, html	
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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Hodgkinson-Williams & Gray (2009:110) & Hodgkinson-Williams (2014)

Examples of OER from Africa (1)



<http://oer.avu.org/>



<http://www.oerafrica.org/>

<http://open.uct.ac.za/>



Examples of OER from Africa (2)



Veterinary Open Educational Resources Uniquely African Context

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>> Meet the Team

>> Contribute

>> Open Educational Resources

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→ use

→ cite

→ share

>> Contact

Open Education Resources

Open Educational Resources (OER)

The internet and digital technologies are transforming how adaptable and widely available, allowing educational institutions

- OER are free and openly licensed educational materials
- OER may freely be used, remixed, and redistributed with
- OER often have a Creative Commons licence that states

Creative Commons licences:

- Help creators to retain copyright while allowing others
- Ensure licensors get the credit for their work they deserve
- Serve as the baseline, on top of which licensors can create

<http://www.afrivip.org/open-education-resources>

<http://www.tessafrica.net>



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Welcome Bienvenue Karibu أهلا وسهلا

TESSA is an international research and development initiative which brings together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school based teacher education and training. For an overview of TESSA and our current developments, please see the [briefing note](#) here. Cliquez ici pour lire la note info TESSA en français.

Projects



Research themes



Resource share

Share your materials



Forum

Talk to us and others



Primary Education Materials

Generic Versions English Français

Country specific materials

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International Women's Day: TESSA Reports

Women and Girls Education in sub-Saharan Africa: Shortcomings, the

Push ...

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Commonwealth of Learning Forum 2013

TESSA is represented at the Commonwealth of Learning's Seventh Pan-

Commonwealth ...

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OER policy in Africa

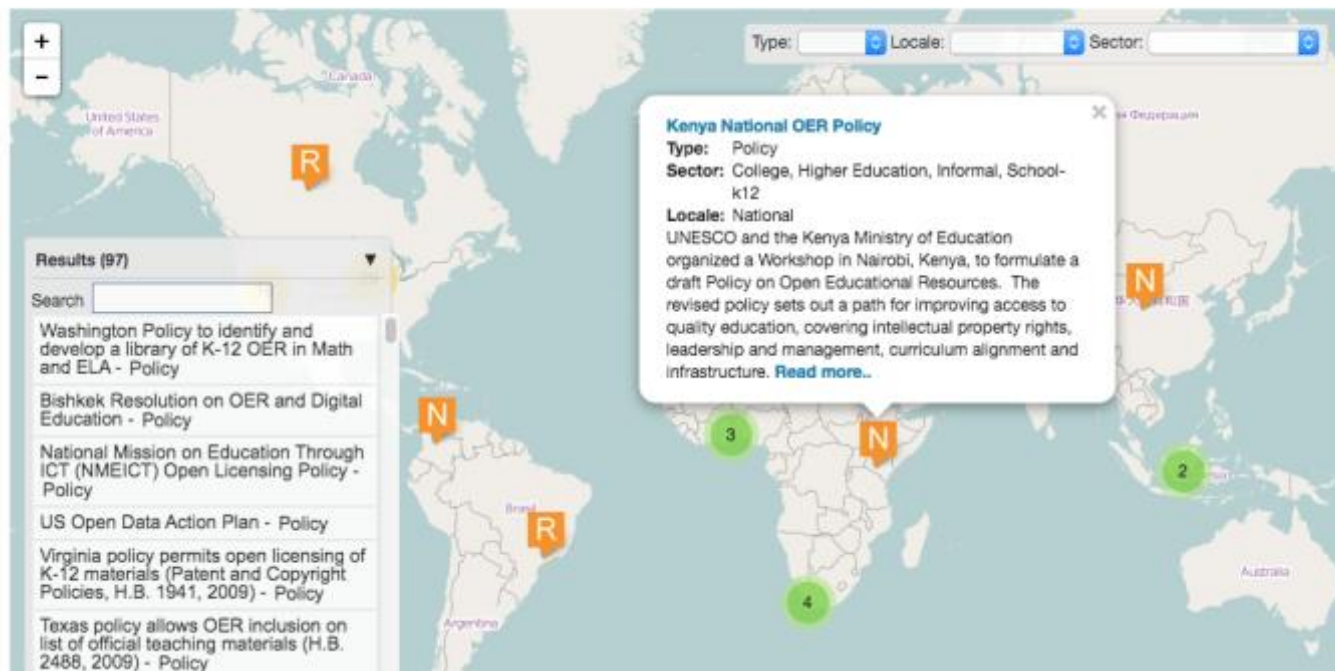
OER Impact Map uses cookies to ensure that we give you the best experience of our website. If you continue to use this site we will assume that you consent to this.

OK!

This map shows policies around the world which have been established in support of open education. It includes open data from:

- The Creative Commons **OER Policy Registry**
- The Policies for OER Uptake (**POERUP**) wiki
- The list of OER projects published by Scholarly Publishing and Academic Resources Coalition (**SPARC**)

Click on the node and title to see the full record including the policy.



<http://oermap.org/policy-map/>

Slow uptake of OER in Africa

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

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Site Statistics



World Impact
[Download our evaluation report \(PDF - 15MB\)](#)

OCW is accessed by a broadly international population of educators and learners.
MIT OpenCourseWare averages 1 million visits each month; translations receive 500,000 more.
Visitors from all over the world use OpenCourseWare:



Region	Percentage
North America	44%
South America	4%
Europe	17%
Africa	2%
Asia	9%
Australia	20%

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MONTHLY REPORTS



Why I Donate

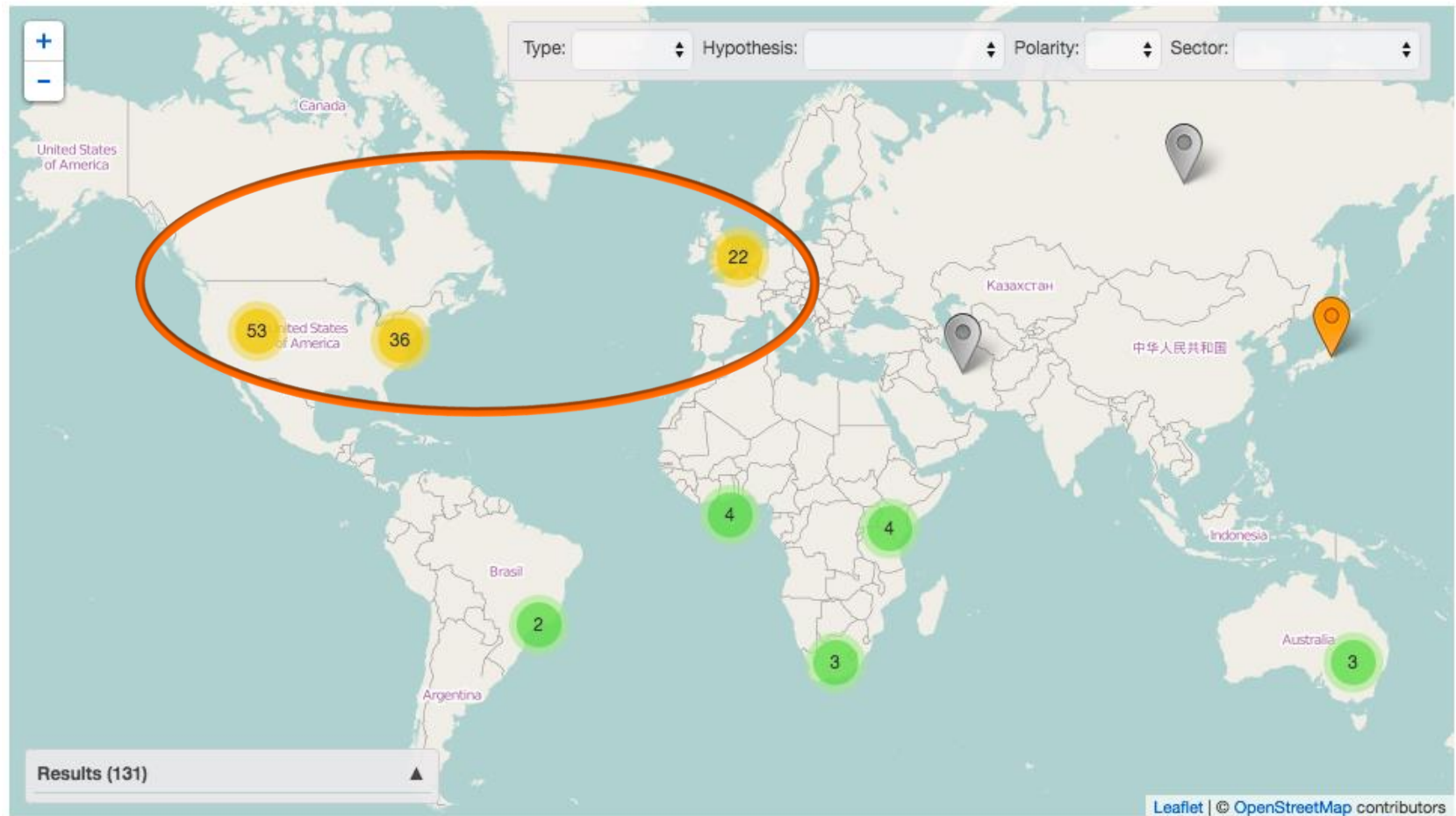
"I'm teaching myself with OCW. I may never get a degree, but I'll never be denied access to these resources."

- Moses, Independent Learner, Canada

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<http://ocw.mit.edu/about/site-statistics/>

Most OER research taking place in Global North



<http://oermap.org/oer-evidence-map/>

ROER4D Research: OER Adoption & Impact

Research on Open Educational Resources for Development in the Global South

GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS

OER
Desktop Review

OER Survey

Academics'
adoption of OER

Teacher educators'
adoption of OER

OER
adoption in one
country

OER impact
studies

Baseline
educational
expenditure



roer4d.org

[facebook.com/
ResearchOERforDevelopment](https://facebook.com/ResearchOERforDevelopment)
twitter.com/roer4d



ROER4D

Research on Open Educational Resources for Development
/roer4d / ROER-for-Dev



ROER4D Funding

IDRC

OSF

DFID

International Development
Research Centre (IDRC)
Open Society Foundations (OSF)
UK Department for International
Development (DFID)

3 year project (27 Aug 2013 - 27 Aug 2016 with an extension to Feb 2017)

Grant 1 - IDRC **CAD 2 million** & OSF
Grant 2 - DFID **CAD 500,000**

3 Regions

- South America
- Sub-Saharan Africa
- Central, South & South-East Asia

18 research projects in 7 clusters

86 researchers & associates

26 countries

16 time zones

Research on Open Educational Resources for Development (ROER4D)

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

A world map with a light gray background. A semi-transparent green curved shape highlights the regions of South America, Africa, and Asia, which are collectively labeled as the 'Global South'. The text 'Global South' is written in a green, sans-serif font across this highlighted area.

Global South

Research on Open Educational Resources for Development (ROER4D)

A faint world map is visible in the background. A semi-transparent green circle highlights the 'Global South' region, which includes Africa, Latin America, and parts of Asia and the Pacific. A green double-headed arrow connects the top text box to the bottom text box, passing through the highlighted region.

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

ADOPTION STUDIES

1. In what ways, and under what circumstances are OER being adopted in the Global South?

Research on Open Educational Resources for Development (ROER4D)



In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

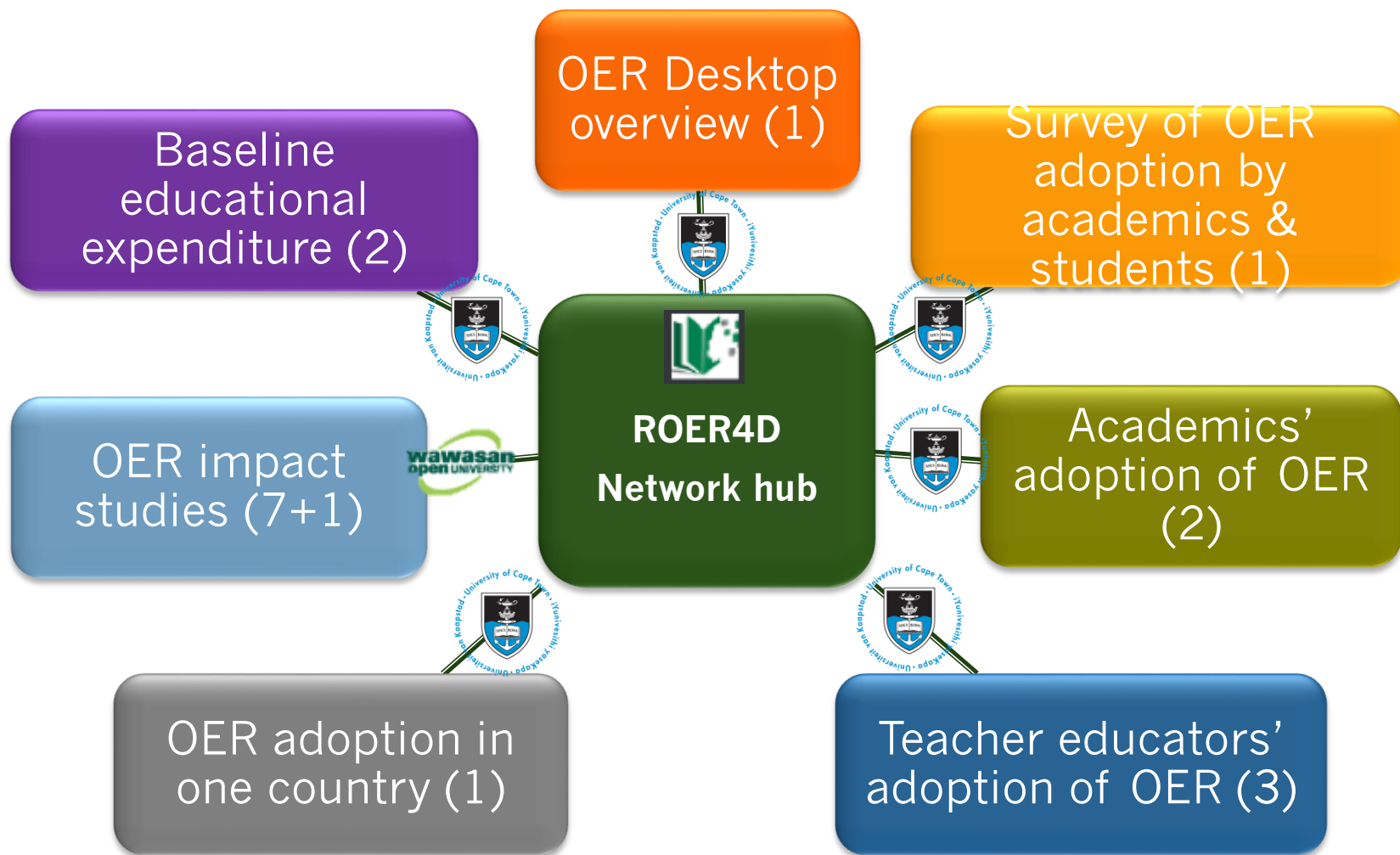
ADOPTION STUDIES

1. In what ways, and under what circumstances are OER being adopted in the Global South?

IMPACT STUDIES

2. In what ways, and under what circumstances can OER adoption impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

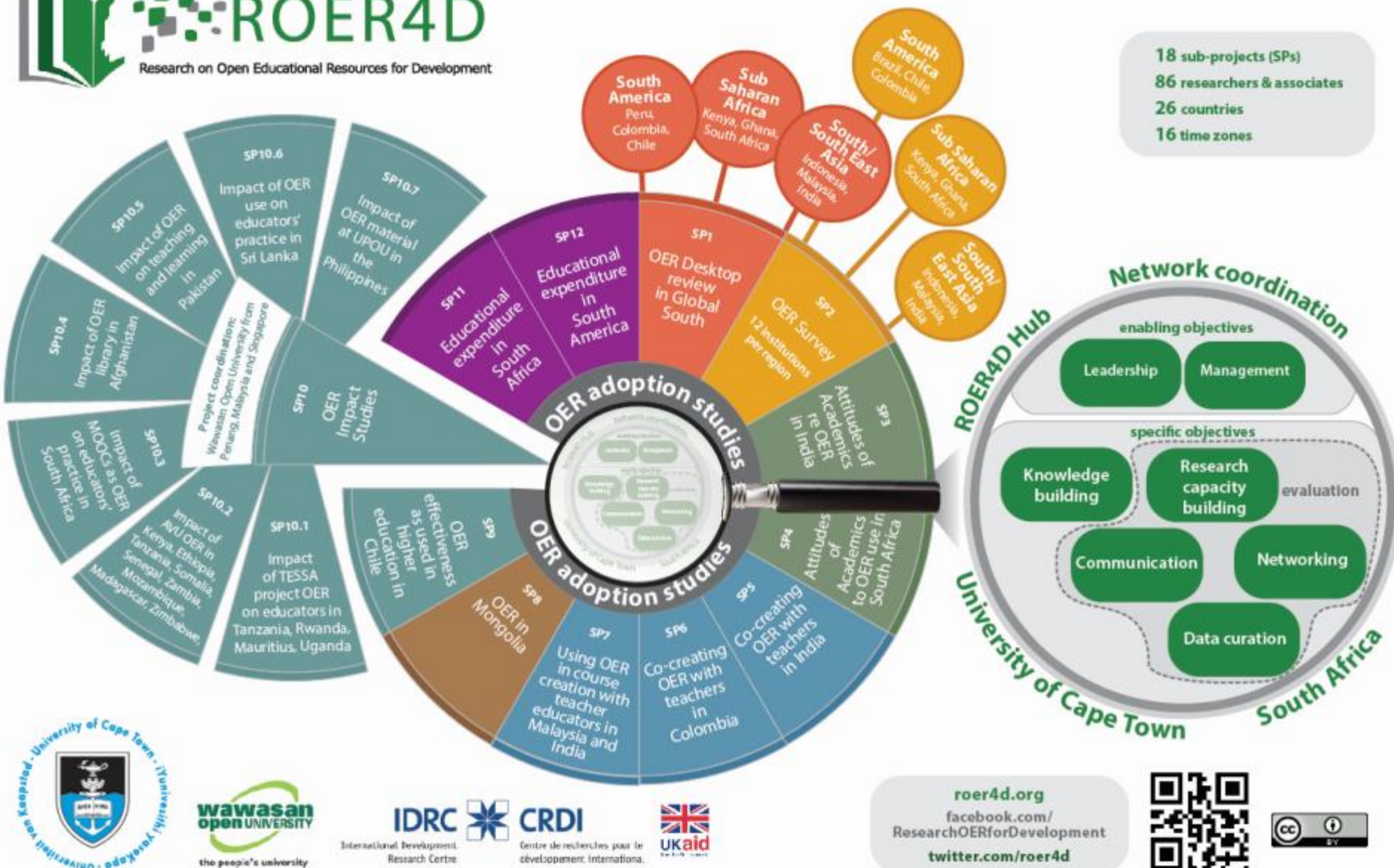
Overview of ROER4D's 7 Project Clusters



ROER4D's Project Clusters & Coordination



18 sub-projects (SPs)
86 researchers & associates
26 countries
16 time zones



ROER4D 7 projects, 14 countries in Africa

1. Ethiopia
2. Ghana
3. Kenya
4. Madagascar
5. Mauritius
6. Mozambique
7. Rwanda
8. Senegal
9. Somalia
10. South Africa
11. Tanzania
12. Uganda
13. Zambia
14. Zimbabwe



ROER4D Research sites and participants in Africa

SP1

- Desktop Review – Ghana, Kenya, South Africa

SP2

- Cross regional survey – 12 institutions in Ghana, Kenya, South Africa

SP4

- Case study on academics' adoption of OER – South Africa

SP10.1

- Impact study of educators' practices in TESSA project

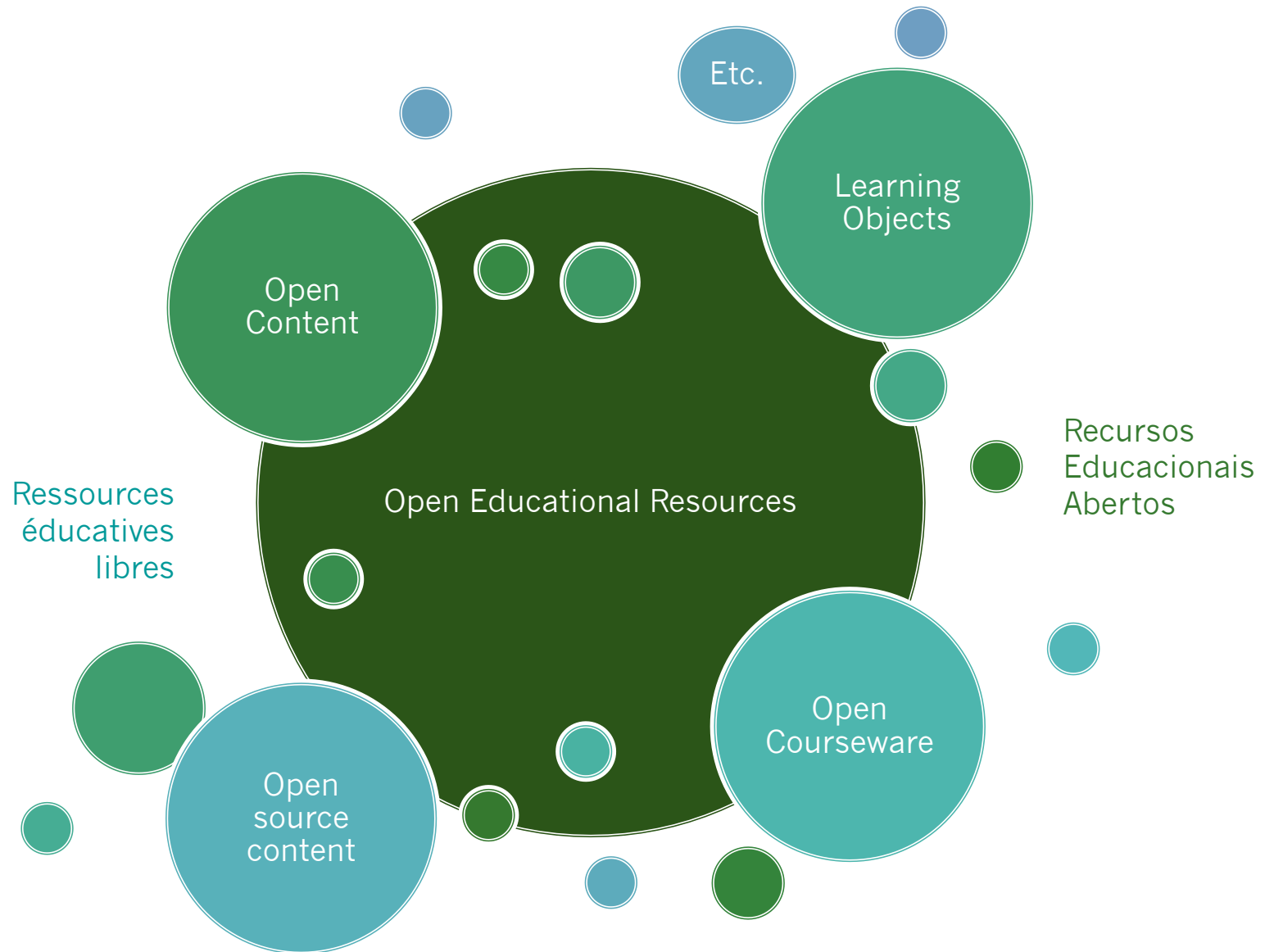
SP10.3

- Impact study on MOOC development on academics' pedagogical practices – South Africa

SP11

- Baseline study of government spending on educational resources – South Africa, Kenya

Understanding OER terms



Conceptual clarification strategies: Open Google Doc


ROER4D Research Concepts ☆

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1 of 9



ROER4D Research Concepts - DRAFT under construction

Created in March 2014 by Cheryl Hodgkinson-Williams
Updated by Cheryl Hodgkinson-Williams and/or Henry Trotter on 29 March 2015

To make sure we all have a shared understanding of the concepts that we use in the ROER4D study, herewith are the initial descriptions that have been compiled. Please feel free to comment and Henry and I will synthesize the comments!

Table of Contents

- [Open Educational Resources](#)
- [Educational materials](#)
- [Adoption](#)
- [Access](#)
- [Create/Creation](#)
- [Awareness](#)
- [Share/Sharing](#)
- [Re-distribution](#)

Identifying pedagogical practices in OER adoption

- Awareness of OER as a concept as well as **finding** OER
- Deliberately **creating** OER to share with others
- Merely **reusing** OER as is (i.e. copying)
- **Revising** OER (e.g. customising by translating, adding examples, resequencing materials)
- **Remixing** OER (i.e. combining materials from more than one source)
- **Retaining** OER (i.e. keeping legal copies of materials)
- **Redistributing** OER (i.e. sharing with others openly)

Uncovering slower OER adoption than expected

- **Relevance** of OER for various contexts
- **Policy influence** - national, institutional and departmental
- **Infrastructural issues** - hardware, software, connectivity
- **Institutional support** - incentives, recognition, rewards, technical support
- **Facility provisioning** - uninterrupted power supply
- Familiarity with **intellectual property mechanisms** including Creative Commons
- **Quality assurance** issues
- **Socio-cultural norms** - creation of own materials, unwillingness to use others' materials

Establishing who is adopting OER or not

- **Age**
- **Gender**
- **Qualifications**
- **Experience**
- **Type of educational environment** - campus-based university, distance university
- **Personal knowledge and skills**
- **Personal motivation** - time, priorities
- **Etc.**


Teasing out relationships between ...


Who ... is adopting (or not)	In what ways ...	Under what circumstances ...
Teachers/ educators/ tutors/ lecturers / academics with varying: Age Gender Qualifications Experience Type of education Personal knowledge & skills Personal motivation	Adopting OER by: Locating Creating Reusing Revising Remixing Retaining Redistributing	Relevance of content Policy influence Infrastructural issues Institutional support Facility provisioning Legal issues Quality assurance issues Socio-cultural norms

Open Research – ROER4D intentions to share




Keep track of our website









Research on Open Educational Resources for Development

/ˈɔːfəˌdiː/ - ROAR-for-DEE




FOLLOW:    

ABOUT ROER4D

SUB PROJECTS

- OER Desktop review
- Survey on OER use
- Academics' views on sharing OER in India
- Academics' views on sharing OER in South Africa
- Co-creation of OER by teachers and teacher educators in India
- Co-creation of OER by teachers and teacher educators in Colombia
- OER integration for course development in India and Malaysia
- OER adoption and use in Higher Education in Mongolia
- Impact of OER use on first year students in Chile
- Studies on impact of OER
- Mapping of public funding for educational resources in Africa
- Mapping of public funding for educational resources in South



MORE

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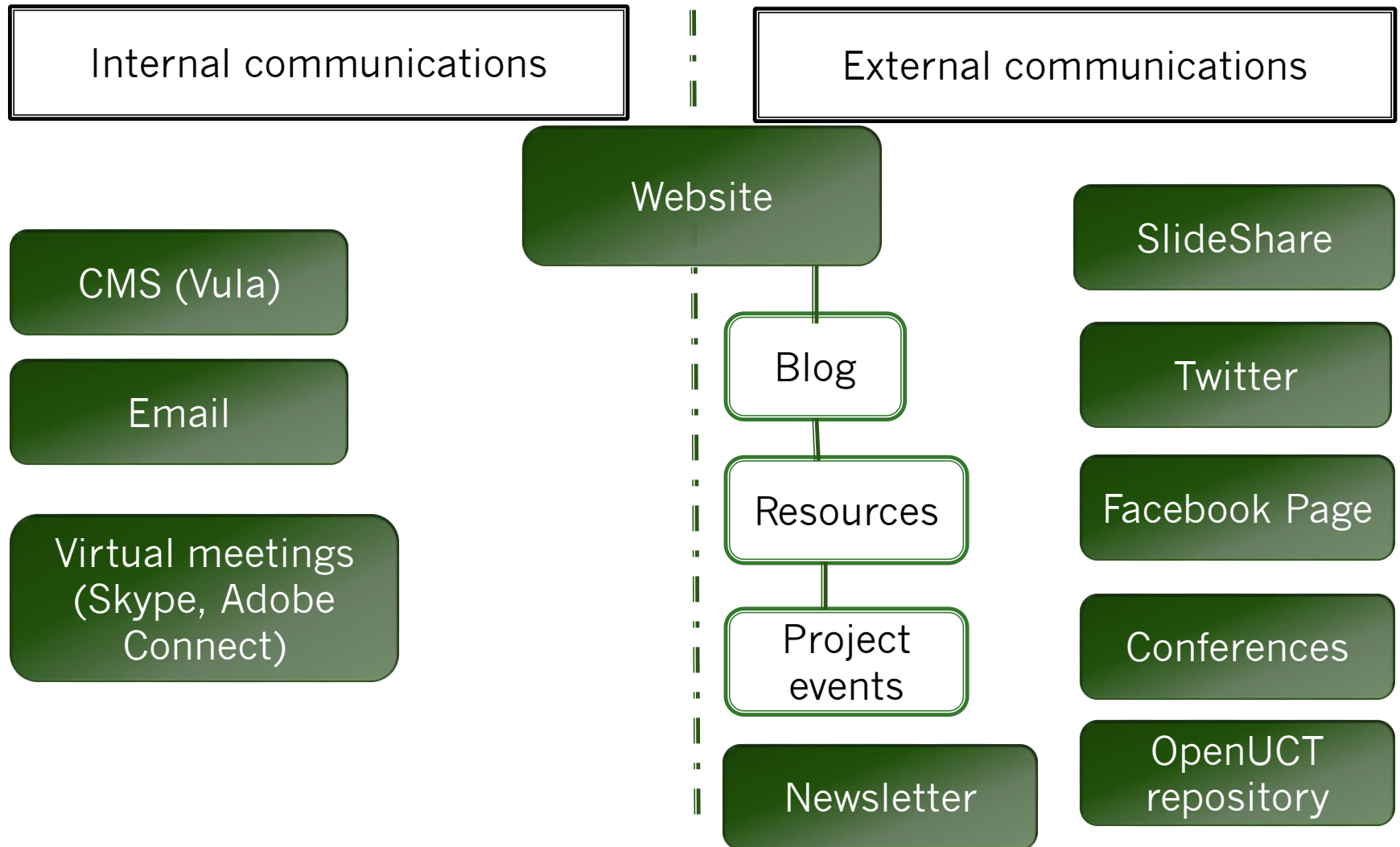
CALL FOR PROPOSALS

Impact of Open Educational Resources in the Global South

CALL FOR PROPOSALS HAS BEEN CLOSED

<http://roer4d.org/>

ROER4D Communications overview



ROER4D Open Magna Carta



On public display in
the West Rotunda
Gallery of
the [National Archives](#)
[Building](#) in
Washington, D.C

Make open ...
... if it adds value
... if it is ethical
... if it is legal
... by default

Thank you!

Questions?
Comments?

ROER4D Network Team

Funding Partners

Dr Matthew Smith

IDRC

Ed Barney

UK Aid – DFID

Melissa Hagemann

OSF

UCT Support

Prof Danie Visser

Deputy Vice- Chancellor
Project signatory for UCT

Keval Harie

Contracts Lawyer

Prof Laura Czerniewicz

CILT Director

Shirley Rix & David Worth

Finance administrators

Communication & Evaluation

Sukaina Walji

Sarah Goodier

Network Project Team

Prof Cheryl Hodgkinson-Williams

Principal Investigator

Prof Patricia Arinto

Deputy Principal Investigator

Tess Cartmill

Full-time Project Manager

Henry Trotter

Part-time Researcher

Thomas King

Part-time Research

Administrator

Rondine Carstens

Contract Graphic Artist

Tinashe Makwande

Contract Videographer

OER Impact Project Team

Prof Raj Dhanarajan & Maria Ng

Principal Investigators – OER Impact

Suan Choo Khoo & Vivien Chiam

Administrative Officers

Advisory Group

Prof Raj Dhanarajan

Former VC & Emeritus Professor

Prof Fred Mulder

Former VC & Emeritus Professor

Carolina Rossini

IP Contracts lawyer

Dr Savithri Singh

College Principal

Prof Stavros Xanthopoulos

Director FGV

Mentors

Ineke Buskens

Qualitative Research Consultant

Dr David Porter

Researcher

Dr George Sciadas

Statistician



ROER4D Network (86 researchers & associates)

Sub-Project 1 (7)

Mariana Eguren, Peru

Maryla Bialobrzeska, **Jenny Louw**,
Ephraim Mlangi, Catherine Ngugi
& Rosemary Juma, SAIDE, South
Africa

Prof Raj Dhanarajan

Wawasan Open University

Sub-Project 2 (41)

Prof Jose Dutra

University of Sao Paulo

2 part-time research assistants &
36 local coordinators

Judith Pete College, Kenya

Prof Daryono Universitas Terbuka,
Indonesia

Sub-Project 3 (3)

Prof Sanjaya Mishra

Dr Ramesh Sharma CEMCA, India

Sub-Project 4 (2)

Glenda Cox

Henry Trotter, UCT, South Africa

Sub-Project 5 (2)

Guru Kasinathan

Ranjani Ranganathan

IT for Change, Bangalore, India

Sub-Project 6 (3)

Pilar Saenz

Dr Ulises Hernandez
Marcela Hernandez, Karisma
Foundation, Colombia

Sub-Project 7 (3)

Prof Mohan Menon, B.

Phalachandra & Jasmine
Emmanuel

Wawasan Open University

Sub-Project 8 (1)

Batbold Zagdragchaa

New Policy Unit, Ulanbataar,
Mongolia

Sub-Project 9 (3)

Werner Westermann, Juan Muggli,
Victor Barragan
Chile

Sub-Project 10.1 (3)

Freda Wolfenden

Alison Buckler & Pritee Auckloo
Open University, UK

Sub-Project 10.2 (5)

Atieno Adala, Therrezinha

Fernandes, Marilena Cabral, Tom
Ojwang, Sophia Alexandre
AVU, Kenya

Sub-Project 10.3 (7)

Laura Czerniewicz, Sukaina Walji,
Michael Glover, Cheryl Brown, Janet
Small, Andrew Deacon, Mary-Ann
Fife, University of Cape Town

Sub-Project 10.4 (2)

Lauryn Oates, Rahim Parwani
CW4AW, Afghanistan

Sub-Project 10.5 (3)

Yasira Waqar, Saba Khalil, Sana
Shams

Sub-Project 10.6 (2)

Shironica Karunanayaka, Som
Naidu, Open University of Sri Lanka

Sub-Project 10.7 (4)

Sheila Bonito, Charisse Reyes, Rita
Ramos, Joane Serrano
Open University of the Philippines

Sub-Project 11 (1)

Sarah Goodier

UCT, South Africa

Sub-Project 12 (2)

Carolina Botero & Amalia Toledo
Karisma Foundation, Colombia



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Links



Website: www.roer4d.org



Contact Principal Invesigator:
cheryl.hodgkinson-williams@uct.ac.za



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Presentations: www.slideshare.com/roer4D

Acknowledgments & Attribution

Written by Cheryl Hodgkinson-Williams,
Henry Trotter, Tess Cartmill, Sukaina Walji,
Sarah Goodier & Thomas King

Contact:

cheryl.hodgkinson-williams@uct.ac.za

Graphics by Rondine Carstens
rondine.carstens@uct.ac.za, Cheryl
Hodgkinson-Williams & Henry Trotter
henry.trotter@uct.ac.za

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